

No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the IB.

Additionally, the license tied with this product prohibits commercial use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, is not permitted and is subject to the IB's prior written consent via a license. More information on how to request a license can be obtained from <http://www.ibo.org/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite de l'IB.

De plus, la licence associée à ce produit interdit toute utilisation commerciale de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, n'est pas autorisée et est soumise au consentement écrit préalable de l'IB par l'intermédiaire d'une licence. Pour plus d'informations sur la procédure à suivre pour demander une licence, rendez-vous à l'adresse <http://www.ibo.org/fr/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin que medie la autorización escrita del IB.

Además, la licencia vinculada a este producto prohíbe el uso con fines comerciales de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales— no está permitido y estará sujeto al otorgamiento previo de una licencia escrita por parte del IB. En este enlace encontrará más información sobre cómo solicitar una licencia: <http://www.ibo.org/es/contact-the-ib/media-inquiries/for-publishers/guidance-for-third-party-publishers-and-providers/how-to-apply-for-a-license>.

History
Higher level
Paper 3 – history of Africa and the Middle East

Wednesday 8 May 2019 (morning)

2 hours 30 minutes

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Answer any three questions.
- Each question is worth **[15 marks]**.
- The maximum mark for this examination paper is **[45 marks]**.

Section 1: The ‘Abassid dynasty (750–1258)

1. To what extent did military power play a role in the ‘Abassid rise to power?
2. “The Sassanian heritage had a significant cultural and political impact on the ‘Abassid dynasty.” Discuss.

Section 2: The Fatimids (909–1171)

3. Evaluate the impact of Fatimid ideology on religious relations with Muslims, Coptic Christians and Jews.
4. Evaluate the effectiveness of the military reforms of **two** of the following: al-Mu’izz (953–975); al-Hakim (996–1021); al-Mustansir (1036–1094).

Section 3: The Crusades (1095–1291)

5. Evaluate the importance of the theory and practice of jihad during the Crusades.
6. Evaluate the consequences of the Fourth Crusade (1202–1204).

Section 4: The Ottomans (1281–1566)

7. Evaluate the causes and consequences of Safavid contest [competition] with the Ottomans.
8. Evaluate the importance to the evolution of Ottoman administration of **two** of the following: Mehmet II (1451–1481); Selim I (1512–1520); Suleiman the Magnificent (1520–1566).

Section 5: Trade and the rise and decline of African states and empires (800–1600)

9. Evaluate the impact of trans-Saharan trade on the decline of African empires.
10. “Islam was a key factor in the rise of the Mali Empire.” Discuss.

Section 6: Pre-colonial African states (1800–1900)

11. “Social factors were the most significant cause of the rise of the Zulu kingdom.” Discuss.
12. Examine the role of Nana and Jaja in the rise of the Niger Delta trading states.

Section 7: The slave trade in Africa and the Middle East (1500–1900)

13. Evaluate the importance of plantation agriculture to the expansion of the Atlantic slave trade.
14. To what extent did missionary activities contribute to the decline of the East African slave trade?

Section 8: European imperialism and the partition of Africa (1850–1900)

15. “The response of other European powers to British actions in Egypt and South Africa was the main cause of partition.” Discuss.
16. Evaluate the importance of African military, technological and administrative weaknesses to the partition of Africa.

Section 9: Response to European imperialism (1870–1920)

17. With reference to the Asante wars (1873, 1896, 1900), evaluate the reasons for Asante resistance and British intervention.
18. “African leaders collaborated with the colonial powers because they had no alternative.” Discuss.

Section 10: Africa under colonialism (1890–1980)

19. Compare and contrast the nature of colonial rule in **one** British colony and **one** Portuguese colony.
20. Discuss the social and political developments that took place in the Gold Coast to 1957.

Section 11: 20th-century nationalist and independence movements in Africa

21. “Trade unions played a significant role in the achievement of independence in Kenya.” To what extent do you agree with this statement?
22. Compare and contrast the contribution of nationalist movements to the achievement of independence in Senegal and Tanganyika.

Section 12: The Ottoman Empire (c1800–1923)

23. “The Tanzimat reforms did not modernize the Ottoman Empire.” Discuss.
24. Discuss the impact of the Balkan Wars (1912 and 1913) on the Ottoman Empire.

Section 13: War and change in the Middle East and North Africa 1914–1945

25. Discuss the effects of Allied diplomacy **and** the Paris peace treaties on the Middle East to 1923.
26. To what extent did economic developments in Palestine contribute to Arab–Jewish tensions?

Section 14: Africa, international organizations and the international community (20th century)

27. Examine the reasons for the failure of the League of Nations to deal with Italian aggression in Abyssinia.
28. Evaluate the success of the Southern African Development Coordination Conference (SADCC) **and** the Southern African Development Community (SADC).

Section 15: Developments in South Africa 1880–1994

29. “The Boers’ attainment of political power was the main consequence of the South African War (1899–1902).” Discuss.
30. “Mandela played the most significant role in South Africa’s transition to democracy.” Discuss.

Section 16: Social and cultural developments in Africa in the 19th and 20th centuries

- 31. Discuss the changing role of women in **two** African countries.
- 32. Examine the impact of colonialism on education in **two** African countries.

Section 17: Post-war developments in the Middle East (1945–2000)

- 33. Discuss the successes and failures of the Camp David Accords.
- 34. Evaluate the effects of the 1979 Revolution in Iran.

Section 18: Post-independence politics in Africa to 2005

- 35. Evaluate the importance of personal ambition in the establishment of **two** single-party states in Africa.
 - 36. Evaluate **two** African states' return to multi-party democracy in the 1980s and 1990s.
-